



Request for Substantial Changes to an Existing Program

Existing Program Information

- I. Name and Degree Type of Academic Program: Applied Humanities, Bachelor of Arts
 - a) Existing Emphases (if applicable): Business Administration; Consumer Market & Retail Studies; Engineering Approaches; Environmental Systems; Fashion Studies; Game Studies; Medicine; Plant Studies; Public Health; Rural Leadership and Renewal; Spatial Organization & Design Thinking
 - b) Academic Unit(s)/College(s): Department of Public and Applied Humanities/College of Humanities
 - c) Current CIP Code: 24.103 (Humanities/Humanistic Studies)
- II. Primary Contact and Email: Matthew Mars, Ph.D., Professor and Interim Head, Department of Public and Applied Humanities
- III. Planned start term for changes (fall only): Fall 2026

Program Changes

- IV. Describe the proposed changes to the program as well as the rationale for making the specific changes and include any relevant supporting data.

There is growing recognition among researchers and animal professionals of the need for stronger education in applied animal behavior (e.g., Walsh et al. 2024; Grigg et al. 2022; Calder et al. 2017). A solid foundation in applied behavior can reduce the risks of threatening behaviors, improve welfare outcomes, and ease the burden on veterinary and shelter professionals who face these challenges daily (Grigg 2021). For example, misreading animal body language, especially the lack of ability to recognize signals of stress or discomfort, can increase the risk of aggression and injury to handlers (Walsh et al. 2024) and the public (Parkinson et al. 2023). Furthermore, public interest in the behavioral, cognitive, emotional, and ethical connections and dynamics between humans and animals is growing. Beyond providing companionship, increasing numbers of animals, particularly dogs, are trained to support human health and well-being (Hart and Yamamoto 2016). These trends have prompted a surge in attention to the welfare, evaluation, and selection of working animals (Fine & Mackintosh 2015; Rodriguez et al. 2020, Winkle et al. 2020). Finally, understanding the historical and cultural roots of human-animal interactions, involving both domestic and wild animals, enhances human appreciation of the societal roles filled by animals, demands greater technical and socio-emotional competencies among humans who work with animals, and illuminates diverse ethical views about animal care and treatment.

An emphasis in Human-Animal Interaction (HAI) as a sub-plan option in the BA in Applied Humanities will appeal to students interested in pursuing careers in animal health, behavior, training, welfare and policy, all of which are responsive to the current societal views on and strategies for improving HAIs (as described above). Students will be prepared with the fundamental knowledge and skills needed to enter careers related to animal welfare and behavior, as well as for positions in animal policy and advocacy arenas. Indeed, there is a growing demand for professionals with a formal, science-based understanding of animal behavior and welfare who can improve animal well-being and address public concerns at regional, national, and international levels. By integrating animal behavior and welfare courses with a comprehensive applied humanities foundation, the proposed interdisciplinary curriculum provides a distinct and innovative curricular approach that will help prepare graduates for the following representative career paths:

- Director, animal advocacy group or nonprofit organization
- Director, manager or staff member, animal shelter, zoo or sanctuary
- Welfare or behavior director, animal shelter, zoo or sanctuary

- Trainer or behavior consultant, privately-owned companion animals (typically dogs, cats, horses)
- Trainer or behavior consultant, exotic/captive animals (zoo/sanctuary)
- Veterinary staff members, such as technicians and office support staff, who would be more employable with an added specialization in working with animal behavior, assistance/therapy animal care and handling, etc.
- Human practitioners (therapists, social workers, educators, etc.) who integrate assistance/therapy animals with their professional/clinical practices.
- Facility dog handler (hospital, courtroom, senior housing, etc.)
- Service dog trainer/provider
- Journalist/PR/communication specialist for animal allied industries (pet store, animal ag industry, magazines)
- Ag animal educator (e.g., Cooperative Extension/4H staff, high school ag teacher)
- Policy advisor (specializing in animal issues)
- Animal Law (with subsequent education)

Data gathered from undergraduate students in the School of Animal and Comparative Biological Sciences between 2020-2023 indicate student interest in learning more about the content and skill areas associated with HAI. Specifically, of the 2,133 students surveyed during this 3-year period, 30% indicated an interest in learning more about human-animal bonds ($n = 642$), 22% indicated an interest in learning more about animal welfare ($n = 464$), 19% indicated an interest in learning more about companion animal behavior ($n = 406$). The proposed HAI emphasis will encompass these three topics through required coursework and career development experiences, noting the BA in Applied Humanities requires students to complete a three-course internship preparation, completion, and reflection experience.

The results of a 2025 questionnaire administered to current UA students who previously completed related animal behavior courses further underscore the prospective demand for the proposed HAI emphasis. Specifically, 67% of respondents ($n = 70$) indicated they would be interested in pursuing a career involving animal behavior, animal care, and/or human-animal interactions if veterinary medicine was not an option. According to BeMo, a leading college admission consulting firm, the current mean admission rates to DVM programs in the United States hovers between 10% to 15%. This highly competitive scenario supports the need for new programs in HAI that are designed to prepare students for alternative career paths in the animal behavior and care fields. More specific to the UA and the proposed HAI emphasis, 51% of 65 total respondents indicated they would be interested in an undergraduate degree that combines humanities and animal behavior to help prepare students for careers focused on the human-animal bond and cultural roles of animals. Additionally, 32% of the 65 total respondents indicated they may be interested in such a degree.

In summary, the growing need for qualified HAI professionals in various career fields, in tandem with strongly evidenced student interest, illustrates the relevancy and merits of the proposed emphasis.

V. Comparison Chart –

UNDERGRADUATE <i>Only list modifications to requirements, if there is no change, leave blank.</i>	Existing Major Requirements	Requirements For Modified Major
Minimum # of units required in the major (units counting towards major units and major GPA)	42	
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	24	

Minimum # of residency units to be completed in the major	18	
Required supporting coursework (courses that do not count towards major units and major GPA but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions in place/needed (house number limit, etc.). Provide <u>course use form</u> if adding courses not owned by your department.		
Major requirements. List all major requirements including core and electives. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions (house number limit, etc.). Provide <u>course use form</u> if adding courses not owned by your department. Recommend ordering requirements in the same order as your advisement report.		
Emphases. If making changes to emphases, or adding emphases for the first time, list those changes or new requirements here.	For existing emphases list common core: <u>Common Core (24 units):</u> PAH 200: Introduction to Applied Humanities (3) PAH 201: Applied Humanities Practice: Techniques and Technologies for Public Enrichment (3) PAH 372: Intercultural Competence: Culture, Identity, Adaptation, and Intercultural Relations (3) PAH 420: Innovation and the Human Condition: Learning How to Improve Life in the Community and Beyond (3) Applied Humanities Elective (3) <i>Complete 1 course. Students should work with faculty and advisors to select a class that complements their</i>	If adding additional emphases, add your proposed emphases requirements here: <u>Emphasis Requirements (18 units):</u> ACBS 160D1: Human and Animal Interrelationships (3) ACBS 222: Animal Ethology and Welfare Science (3) ACBS 311: Understanding Dog and Cat Behavior (3) ACBS 481: Principles of Applied Companion Animal Behavior (3) ACBS 482: Applied Companion Behavior in Practice (3) ALC 422: Communicating Knowledge in Agriculture and the Life Sciences (3)

	<i>professional core and/or foreign language studied.</i> PAH 383: Pre-Internship: Building Career Readiness (3) Applied Humanities Internship: Complete 3 units. PAH 493: Internship (1 – 6) or PAH 493H Honors Internship (1 – 3) PAH 498: Senior Capstone (3)	
Internship, practicum, applied course requirements. (Yes/No). If yes, provide description.	Yes, all students in the Applied Humanities major offered by the Department of Public & Applied Humanities (PAH), are required to complete a credit-bearing internship, regardless of their Emphasis area. The internship is an integral part of a tightly integrated three-course career readiness curriculum. This course sequence includes PAH 383 (Pre-Internship: Building Career Readiness, 3 units), PAH 493 (Internship, 3 units), and PAH 498 (Senior Capstone, 3 units).	
Senior thesis or senior project required (Yes/No). If yes, provide description.	NO	
Additional requirements (provide description)	No additional requirements	
Minor (optional or required)	Optional	

VI. Emphases – if adding emphases for the first time, please complete the following.

- Total number of students that have completed the major in the past 3 years (include double majors and dual degree majors): 161 BA in Applied Humanities graduates – AY 2022-23: 53; AY 2023-24: 62; AY 2024-25: 46
- Total number of students currently enrolled in the program: 388 (April 25, 2025)
- Special Conditions for Admission/Declaration –
There are no special conditions for admission to/declaration of this emphasis.
- Transcript – Should the emphasis name appear on the transcript? Yes.
- Diploma – Should the emphasis name appear on the diploma? Yes.
- Description and Learning Outcome(s) – at least one new learning outcome is required per emphasis requested. Add rows and tables as needed. Visit the [University Center for Assessment, Teaching and Technology \(UCATT\)](#) for resources and consultation. UCATT review and approval is required.

Emphasis: Human-Animal Interactions

(Learning outcomes reviewed and approved by UCATT on August 5, 2025)

Learning Outcome #1: Evaluate the scientific foundations of human-animal interactions based on biological, psychological, and social principles.

- Concepts: The biological, psychological, and social principles that underlie interactions between humans and animals, integrating knowledge from fields such as ethology, animal welfare science, psychology, and public health.
- Competencies: Critical thinking, Information literacy, Science communication

Learning Outcome #2: Analyze the roles of animals in human society and assess their implications for human well-being, ethical practice, and societal structures.

- Concepts: Cultural, ethical, and economic dimensions of animal roles (e.g., companionship, therapy, work, and agriculture) and their impacts on human health, wellbeing, and societal structures.
- Competencies: Applied research, Critical thinking, Data-informed decision making

Learning Outcome #3: Demonstrate professional competence by applying ethical, collaborative, and science-based communication strategies in human-animal interactions.

- Concepts: Principles and strategies for effective collaboration with diverse stakeholders (including pet owners, veterinarians, and policymakers); ethical frameworks for managing or promoting human-animal interactions.
- Competencies: Collaboration, Critical thinking, Ethical decision making, Science communication

Curriculum Map: Which courses in the emphasis connect to these learning outcomes? Use the table below to provide the information, Key: “I” = Introduced; “R”= reinforced and opportunity to practice; “M”= mastery at the senior or exit level; “A”= assessment evidence collected for program-level decision making

Courses	Emphasis 1 Student Learning Outcomes
ACBS 160D1: Human and Animal Interrelationships	LO1: I, LO2: I, LO3: I
ACBS 222: Animal Ethology and Welfare Science	LO1: I
ACBS 311: Understanding Dog and Cat Behavior	LO1: R
ACBS 481: Principles of Applied Companion Animal Behavior	LO1: R, LO2: R
ACBS 482: Applied Companion Behavior in Practice	LO1: M, A LO2: M, A
ALC 422: Communicating Knowledge in Agriculture and the Life Sciences	LO3: R, M, A

Year	Fall	Spring
1	ACBS 160D1	PAH 200 ACBS 222
2	PAH 201 ACBS 311	PAH 372
3	PAH 383	PAH 493 ALC 422
4	PAH 420 ACBS 481	PAH 498 ACBS 482

Year	Fall	Spring
1	PAH 200 PAH 372 ACBS 160D1	PAH 201 ACBS 222
2	PAH 383 ACBS 311	PAH 493 ALC 422
3	PAH 420 ACBS 481	PAH 498 ACBS 482

Year	Fall	Spring
1	PAH 200 PAH 372 PAH 383 ACBS 160D1	PAH 201 PAH 493 ACBS 222
2	PAH 420 ACBS 311 ACBS 481	PAH 498 ALC 422 ACBS 482

Budgetary Considerations

- VII. Faculty impact – will new faculty hires be required to deliver the new, proposed curriculum? Note: New hires will require funding directly from the college and/or department. Proposal approval does not denote approval for institutional funding.
The proposal BA in Applied Humanities with a Human-Animal Interaction emphasis packages existing, routinely offered courses. Thus, no new faculty hires will be required to deliver the proposed emphasis.
- VIII. Budgetary impact – indicate new resources needed at the department/college and institutional level to implement proposed changes. If reallocating resources, indicate where resources will be taken from and the impact this will have on students/faculty/program/unit.
Given the proposed Human-Animal Interaction emphasis in the BA in Applied Humanities consists of existing, routinely offered courses that are already part of faculty members' regular instruction rotation, no new resources will be required for implementation.

Additional Details

- IX. Accreditation/Board Approval - n/a
- X. Transfer Student Consideration (undergrad only) – Please explain how you have planned and evaluated the changes you requested in the context of:

- Mitigating the complexity of the transfer pathway/curriculum
- Supporting transfer student success
- Ensuring transferability of course work from Arizona community colleges

All the PAH core courses are offered each semester on Main campus and all ACBS courses are routinely offered in the academic year, whether in the fall or spring semesters – thus transfer students will have relatively consistent access to the core and emphasis courses. There are no prerequisites for any of the core courses save PAH 498: Senior Capstone, which requires senior status. All the core and emphasis courses may thus be taken in any sequence as needed. The major may be completed in as few as 4 semesters (see the sample major map above), providing a reasonable time-to-degree for transfer students. Lastly, there is excellent communication and collaboration between the PAH academic advisor and her counterpart in the partner college, meaning course substitutions and the like will be easily handled. The same is true for course scheduling, transferability, and student success, mitigating a great deal of the complexity often associated with transfer students.

XI. Required signatures

Program Director/Main Proposer (print name and title): Matt Mars, Professor and PAH Dept. Head

Program Director/Main Proposer signature:



Date: Oct 27, 2025

Department Head (print name and title): Matt Mars, Professor and PAH Dept. Head

Department Head's signature:



Date: Oct 27, 2025

Associate/Assistant Dean (print name): Chantelle Warner, Associate Dean for Academic and Faculty Affairs

Associate/Assistant Dean's signature:



Date: Oct 28, 2025

Dean (print name):

Dean's signature:

Date:

PAH UG Human Animal Interaction emphasis proposal FINAL

Final Audit Report

2025-10-28

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